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## THE CORPORATION SCHOOL AND ITS PLACE IN A SCHEME OF BUSINESS EDUCATION

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An interesting attitude which has pervaded business education has been the assumption by nearly every institution concerned that the whole job was its job. There has been a peculiar tardiness, even among professional instructors in the advantages of specialization, in recognizing the advantages of division of labor in this field of activity. There has been at times a fear, where there should have been a hope, that if "we" fail to perform the whole task, some other type of institution may seize part of it. Such fearsome counsel has been expressed vigorously at meetings of the National Association of Collegiate Schools of Business and there is no doubt that the same attitude has done as much as any single force to stultify any generous development of commercial teaching in the secondary schools.

An adequate approach to business education involves two underlying considerations. The first is concerned with determining objectives, the second with distributing the total task of accomplishing those objectives among the various institutions which can participate. A narrower road of approach, and many have been taken, will seldom prove satisfactory, whether the purpose is to reach a general philosophy of the subject or merely to plan the curriculum of one type of business school. Adequate formulation of curriculum involves the preliminary survey; is, in fact, part of it.

Though a conscious and rational dividing of the task of business education might have been desirable, and though thoughtful planning in the terms suggested would do much to improve most of the business education institutions which are at work, the fact has not altogether waited for the thought. *De facto* at least, a considerable degree of specialization in educating for business is already here. The corporation school is part of that specialization.

### GROWTH OF THE CORPORATION SCHOOL

A corporation school is a school operated by a business enterprise (usually by a corporation) to train people for its own uses and

as a part of its business operations. It is done "because the corporation believes it can be operated at a profit."<sup>1</sup> There is little to be gained by attempting, as some have done, to relate the corporation school to medieval apprenticeship or even to the industrial technical school movement. The corporation school is the offspring of large-scale industry and concentrated control rather than of educational forbears.

It appears to be generally believed that the earliest corporation school in America was that founded by the R. Hoe Printing Press Company of New York in the early seventies.<sup>2</sup> Not before 1905 did the movement attain any swing, but since that time it has been rapid and of an increasingly substantial character.<sup>3</sup> The corporation school movement was so well developed and so clearly recognized by 1913 that on January 24 of that year the representatives of forty-eight establishments maintaining corporation schools met in New York City and organized the National Association of Corporation Schools by vote of the Executive Committee, August 17, 1920, the name of the organization was changed to the National Association of Corporation Schools. The latest *Proceedings* available (June, 1920) reports 147 Class A members. The year preceding there were 126 Class A, 102 Class B, and 111 Class C members.<sup>4</sup> Since that first meeting this organization has held conventions annually. At these meetings the various problems connected with corporation schools have been discussed at length.

The purposes of this association are set forth in each report of the annual conventions to be the following: (1) to develop the efficiency of the individual employee; (2) to increase efficiency in

<sup>1</sup> See statement of W. L. Chandler of the Dodge Manufacturing Co. in *Proceedings of Second Annual Convention of the National Association of Corporation Schools*, pp. 536-39.

<sup>2</sup> The opinion that the first apprenticeship school maintained by a business corporation was that established by the Chaix Printing Company of Paris, in 1863, is expressed by A. J. Beatty in his *Corporation Schools* (Public School Publishing Co., Bloomington, Ill., 1918), pp. 42-43.

<sup>3</sup> No doubt some of the impetus given by the war will prove unlasting.

<sup>4</sup> *Bulletin of the National Association of Corporation Training*, September, 1920, p. 391.

industry; (3) to influence courses of established educational institutions more favorably toward industry.

The National Association of Corporation Training has grown in size with succeeding years, has organized committees dealing with the various phases of corporation school work, and has made the varied and scattered facts concerning corporation schools of the United States fairly available. Monthly bulletins are issued by the association and the proceedings of its annual conventions are published.

### TYPES OF CORPORATION SCHOOLS

While corporation schools differ infinitely in detail there are six definite and distinct types which are recognized by the literature of the National Association of Corporation Training. These are: (1) special training schools, (2) trade apprenticeship schools; (3) office-work schools; (4) advertising, selling, and distribution schools; (5) retail salesmanship schools; (6) schools for unskilled labor; some of these types have important subdivisions. Concerning the special training schools, for instance, the National Association's committee, which undertook a classification, reported:<sup>1</sup>

Each school has an individuality which reflects the individuality of the business and the officials controlling it. By overlooking minor details of organization and retaining only the most general characteristics as the basis of classification we are able to crowd all the various special training schools into five fairly well defined groups or types of schools.

There is probably no single school which can be said to fit perfectly into the group to which it is assigned. Broadly speaking, the various types of special training schools may be fairly well characterized as follows:

TYPE I. Company Business—Study Courses (non-productive)

Plan No. 1—For new employees

Plan No. 2—For old employees

TYPE II. Company Business—Study and Practice Courses (partly productive)

Plan No. 3—For new employees

Plan No. 4—For old employees

<sup>1</sup> The classification and illustrations of special training schools which follow are collected and adapted from the *Proceedings of the Fourth Annual Convention of the National Association of Corporation Schools*, pp. 88-128. In many cases, as in the quotation, the exact phrasing of the report is used.

**TYPE III. Company Business—Work Courses (productive)**

Plan No. 5—For new employees

Plan No. 6—For old employees

**TYPE IV. Company Continuation Schools**

Plan No. 7—Day continuation courses (partly productive, partly general study classes; on company time; for new or old employees)

Plan No. 8—Evening continuation courses (general and special study classes; on student's time; any employee)

Plan No. 9—Correspondence continuation courses (general and specific subjects; on student's time)

**TYPE V. Public or Private Continuation Schools—Co-operative**

Plan No. 10—Co-operative plan (part work and part school course)

**A. TYPE I. COMPANY BUSINESS—STUDY COURSES**

The distinguishing feature is the fact that the student employee spends all of his time in studying, not being expected to do any productive work during the period of training. It is designed to get definite results and get them quickly.

**PLAN NO. 1. FOR NEW EMPLOYEES**

*Purpose.*—(a) to teach specific duties; or (b) to give a broad knowledge of the business—that is, its organization, policies, products, methods, plant, and personnel.

*Characteristic features.*—Student's time entirely non-productive; students are selected by the company; attendance is compulsory; attendance is on company time; students receive pay while taking the course; length of course comparatively short, usually a few weeks; students are grouped at or sent to the most convenient place for instruction; small groups, intensive instruction.

*Students.*—Plan is adaptable to students whose previous education varies from uncompleted grammar school to high school, technical school, or college, or their equivalent.

*Educational methods.*—Definite plan and outline for entire course common.

**PLAN NO. 2—FOR OLD EMPLOYEES**

*Purpose.*—Usually to broaden knowledge of a business as a whole. (Methods similar to Plan 1.)

**B. TYPE II. COMPANY BUSINESS—STUDY AND PRACTICE COURSES**

In this type of training there is less emphasis on study and more on experience in working departments. The proportion varies

a great deal. In some the time on study-work is but a small percentage of the total time, while in others as much as half is spent on the study and instruction work. The student is expected to do some productive work, which is a factor in keeping down the cost of giving the training. In general, these courses are longer than those of the first type. The ultimate purpose is properly to prepare students of marked ability for responsible positions on the executive or technical staff of the company.

PLAN NO. 3. STUDY AND PRACTICE COURSE—FOR NEW EMPLOYEES

*Purpose.*—To give an insight into a business as a whole.

*Students.*—Under this plan most of the new employees are college-trained men, or men of equivalent maturity and training, selected because of their capacity for accepting responsibility after they have gotten well established in the business.

*Educational methods.*—Definite plans for entire course; training department shifts men to give a variety of experience; work assignments chosen on account of their value as experience; talks and conferences with instructors and company officials; specially prepared work scheduled with notes relating work experience with study material.

PLAN NO. 4. STUDY AND PRACTICE COURSES—FOR OLD EMPLOYEES

[This plan varies from Plan No. 3 primarily in the fact that the employee's fitness for certain work is discovered before he is assigned to the training course, which is intended as an aid in developing the employee for more responsible work. No emphasis is placed on previous education—rather on previous success in the company's work.]

C. TYPE III. COMPANY BUSINESS—WORK COURSES

This type of course omits practically all of the study features of Type I and emphasizes the varied work feature of Type II. In general, the training covers a longer time. The demands of the productive work are the controlling factors.

PLAN NO. 5. WORK COURSES FOR NEW EMPLOYEES

*Purposes.*—Opportunity for practical experience; to maintain a group of trained men from which some may be selected for more responsible work; to train employees for more versatility in the company's business.

*Characteristic features.*—Employees' time is expected to be entirely productive; no time is given at company's expense for related instruction; students are selected by the company; students' work entirely similar to other employees; students are assigned to several departments; no special supervision

is given; student may continue indefinitely in a department if the production needs demand it.

*Students.*—New employees; previous education varied.

*Educational methods.*—Variety of experience; observation of related work.

#### PLAN NO. 6. WORK COURSES—FOR OLD EMPLOYEES

[Essentially the same as Plan No. 5, except for modifications to fit the needs of employees who have already had some experience. The employee may return to the work which he was doing at the time of entering the course, or be used as an aid in preparing an old employee for a new position.]

#### D. TYPE IV. COMPANY CONTINUATION SCHOOLS—DAY, EVENING, AND CORRESPONDENCE

This type of school is marked by a somewhat broader educational outlook than are some of the other types, providing that a very considerable share of the student's time be given to general education instead of confining him to such work as promises greater immediate efficiency in a particular position.

Accordingly, we find classes in English, mathematics, history, civics, geography, spelling, hygiene, typewriting, shorthand, sewing, and dressmaking. These are all in addition to a multitude of subjects directly connected with or related to specific occupations, such as engineering, drafting, machine operation, printing, office work, telephone operation, and salesmanship.

#### PLAN NO. 7. COMPANY DAY CONTINUATION SCHOOLS

*Purposes.*—To aid employees to fit themselves for advancement; to continue their general education; to increase interest or efficiency in present work; to discover employees for various lines of work.

*Characteristic features.*—Students are not selected by company; attendance is voluntary.

*Students.*—Any employee who meets the educational requirements for the particular subject or grade of work.

*Educational methods.*—Day classes on company time; or day classes part on company and part on employee's time; supervised by company educational department or by employees' organization or committee; classes meet from one to four times a week; courses vary from a few weeks to progressive assignments covering several years; usually held on company premises; company usually furnishes all necessary facilities.

#### PLAN NO. 8. COMPANY EVENING CONTINUATION SCHOOL

[Similar to Plan No. 7, except the classes are generally held on employees' time with no pay for time so spent. Courses partly self-supporting; enrolment fee required as guarantee of good faith.]

## PLAN NO. 9. COMPANY CORRESPONDENCE CONTINUATION SCHOOL

[Similar to plans No. 7 and No. 8, except that it is designed primarily to reach by correspondence employees who for one reason or another cannot be reached through plans No. 7 and No. 8. A new departure in this field is the organization of courses by associations of employers and employees.]

E. TYPE V. PUBLIC OR PRIVATE CONTINUATION SCHOOLS—  
CO-OPERATIVE PLAN

## PLAN NO. 10. PART WORK—PART SCHOOL COURSE

[This type is similar to Type II (Study and Practice plans), except that the study work is done and the administration of the plan is carried on under the direction of public-school authorities instead of within the company.]

As these features put this class of school in the realm of public education, it is not taken up here, except to point out that the plan is depended upon by some companies to take care of the special educational work which other companies are doing within their own organizations.

The expense of instructors is borne by the public while the company pays the employee for the time spent on productive work and in some instances, as at the plant of Swift & Company, in Chicago, furnishes a schoolroom and equipment.

This type of school is not a corporation school in the strict sense.]

The table on page 728 fairly well summarizes the general features of the foregoing:<sup>1</sup>

It may be worth while to illustrate the foregoing general statements with specific cases. Such illustrations follow.<sup>2</sup>

## TYPE I. COMPANY'S BUSINESS—STUDY COURSES (NON-PRODUCTIVE)

## ADDRESSOGRAPH COMPANY

The training work of the Addressograph Company is confined to the training of salesmen. There are three classes of this service, sales correspondents, advertising men, and branch manager.

Average number of college men employed each year: thirty (not exclusively college men).

Nature of work after finishing company training: salesmanship.

Training courses given at: home office in Chicago.

Total length of training course: six weeks.

<sup>1</sup> *Op. cit.* Types I, II, III train directly only for the company's own business, teaching either the business as a whole or specific duties; Types IV and V give also general education. A variety of methods for allocating expense for corporation schools is also suggested but is too varied for reproduction here.

<sup>2</sup> The illustrations of Types I, II, and III are taken from *Proceedings of the Fifth Annual Convention of the National Association of Corporation Schools*, pp. 480-85.



TYPES OF SPECIAL TRAINING SCHOOLS \*

TYPE	PLAN	CHARACTERISTIC FEATURES						METHOD OF INSTRUCTION								
		Attendance Compulsory	Day or Evening	Work Productive	For New or Old Employees	Entrance Requirements	Do Students Receive Pay?	Whose Time	Study and Recitation	Supervised Study	Lectures	Laboratory	Shopwork	Correspondence	Observation Trips	No. of Schools
I. ....	{ 1 2	Yes	Day	No	New	Varies Satisfactory Service	Yes	Company	X	X	X	X	....	....	X	12
		Yes	Day	No	Old		Yes	Company	X	X	X	X	....	....	X	6
II. ....	{ 3 4	Yes	Day	Part	New	Varies Satisfactory Service	Yes	Company	X	X	X	X	X	X	X	8
		Yes	Day	Part	Old		Yes	Company	X	X	X	X	X	....	....	X
III. ....	{ 5 6	Yes	Day	Yes	New	Varies Efficient Service	Yes	Company	....	....	....	....	X	....	....	15
		Yes	Day	Yes	Old		Yes	Company	....	....	....	....	X	X	....	....
IV. ....	{ 7 8	No	Day	No	Varies	None None	Yes	Company	X	....	....	X	X	....	X	14
		No	Evening	No	Any Employee		No	Student's or Half and Half	X	X	....	....	....	....	X	19
V. ....	{ 9 10	No	.....	No	.....	None None	No	Student's	....	....	....	....	....	X	....	5
		No	Day and Evening	Part	Any Employee		Half time	Half and Half	X	....	....	....	X	....	....	....

\* Member Companies maintaining special training schools, 62.

Salary during training: no salary, but expenses may be advanced upon request up to \$15 to \$20 per week.

Principal features of training course: first, a thorough mastery of the Addressograph; second, a scientific course in salesmanship; and third, introduction into actual selling under the guidance of an expert salesman.

Previous education preferred: business administration from recognized colleges.

## TYPE II. STUDY AND PRACTICE COURSE (PARTLY PRODUCTIVE)

### MONTGOMERY WARD AND COMPANY

Average number of college men employed each year: fifteen.

Nature of work after finishing company training: executive, or managerial positions, or accounting, according to ability.

Training courses given at: Chicago and Kansas City.

Total length of training course: six months.

Salary during training: initial, \$15 to \$18 per week, depending upon ability.

Principal feature of training course: a thorough textbook study of scientific business management, and practical experience in the various branches of the business following orders "through" the house from receipt of the order to the shipment of goods.

Previous education preferred: university graduation or equivalent training; evidence of leadership is highly valued.

## TYPE III. COMPANY BUSINESS—WORK COURSE (PRODUCTIVE)

### AMERICAN BRIDGE COMPANY

This company, which engages in bridge building, barge, and other steel construction, operates plants in New York City and Elmira, New York; Philadelphia Pittsburgh, and Ambridge, Pennsylvania; Trenton, New Jersey; Edgemoore, Delaware; Canton and Toledo, Ohio; Gary, Indiana; Chicago, Illinois; Detroit, Michigan; Minneapolis, Minnesota; and St. Louis, Missouri.

Average number of college men employed each year: sixty.

Nature of work after finishing company training: operating, mechanical engineering, erecting, or construction department work.

Training courses given at: Ambridge and Gary.

Total length of training course: one to two years.

Salary during training: initial, \$60 per month; \$70 per month after three to six months.

Principal features of training course: It is preferred that the graduate students enter the operating department. This shop experience gives an acquaintance with materials essential for any employee in any department.

Previous education preferred: civil, mechanical, electrical, or chemical engineering.

TYPE IV: PLAN NO. 7. COMPANY CONTINUATION DAY SCHOOL<sup>1</sup>

R. H. MACY AND COMPANY

The primary school of R. H. Macy and Company is its continuation school where a rather fundamental knowledge of arithmetic, spelling, reading, local geography, and hygiene is given. These subjects are presented in a manner which shows their applicability to business.

This school is located one-half block from the store. Here students of both sexes from fifteen to twenty years of age spend two hours each morning, from nine to eleven o'clock, except on Mondays. The duration of the course is three and one-half months, giving each student about 150 hours of instruction. Two hours each morning are allowed for study on store time and at store expense.

This course includes several bus trips about town to give the students a working idea of the city; also it includes talks by store executives and instructors on current political and business subjects.

Graduation exercises are held at the completion of the course at which time diplomas, class pins, and prizes for exceptional standing are awarded by members of the Board of Education and store officials. After graduation these students are urged to join the Alumni Association of the Continuation School which holds monthly meetings for business and recreational activities.

TYPE IV: PLAN NO. 8. CORPORATION EVENING CONTINUATION SCHOOLS<sup>2</sup>

THE BROOKLYN EDISON COMPANY

This Brooklyn Edison Company has had in vogue for about seven years now the practice of giving the students the choice of any night school in greater New York which he may desire to attend. The student pays the tuition fee. If he finishes the course with a grading of two-thirds, the Brooklyn Edison Company refunds his fee. About five years ago the company started their own classes, giving lectures on electricity and system practice. Now we have five different courses in electricity to which any member or employee of the company is admitted on the payment of \$10; and if he passes, this money is refunded. To make sure that any man can get his money back, we give him 25 per cent for attendance, 25 per cent for his notebook, and graduate him if he gets 67 per cent. He cannot fail to get his money back if he keeps on the job. In addition to our classes there is another feature. We have Pratt Institute, Columbia University, and any number of classes in private schools which our employees can enter if they believe that a course in those schools will help them with their work. If there are those desiring to enter these

<sup>1</sup> From the *National Association of Corporation Schools Bulletin*, October, 1918, pp. 460-62.

<sup>2</sup> *Proceedings of the National Association of Corporation Schools, Fifth Annual Convention*, pp. 203-4.

classes, the matter is referred to our educational committee composed of five department heads, and this committee receives recommendations from the man's immediate bureau head as to whether such course of instruction will help him in his work or not.

The work has been carried on for three years now and we are finishing the students in the public schools; and in our own work, 71 per cent of the people who apply, men and women, get their money back. The money is taken out weekly, 50 cents to \$1 a week, or higher. I remember that last year we had one man who applied for \$170 worth of tuition. He took some fixed courses, requiring him to give five nights a week, besides his eight hours a day in the drafting-room, and he got away with it.

#### THE AMERICAN INSTITUTE OF BANKING<sup>1</sup>

[The American Institute of Banking, described here, is of special interest as an elaborate plan, one undertaken by an association and centrally directed, and one which has been in successful operation since 1900. The A. I. B. is a section of the American Bankers' Association.]<sup>2</sup>

The most successful part of Institute work thus far has been done in city chapters. Classwork in the Institute study courses should be conducted during the same period under the direction of a suitable instructor employed by the chapter and approved by the Institute. Each class member is supplied with textbooks and instructors are expected to conduct examinations prescribed in connection with each textbook. . . . The following articles of association are recommended for any new city chapters that may be organized.

1. Knowledge City Chapter is hereby organized for the purpose of co-operating with the American Institute of Banking section of the American Bankers' Association in (a) the education of bankers in banking and such principles of law and economics as pertain to the banking business; (b) the establishment and maintenance of a recognized standard of education by means of official examinations and the issuance of certificates of graduation.

2. Any employee, or officer, or director of a bank or other financial institution in Knowledge City or vicinity may be an active member of this chapter upon election and payment of annual dues of \$4 in quarterly instalments in advance. Such dues include individual subscription to the *Bulletin of the American Institute of Banking* at the rate of 50 cents a year, payable in quarterly instalments in advance, etc.

<sup>1</sup> Adapted from George E. Allen, *History of the American Institute of Banking*, a pamphlet published by the A. I. B.

<sup>2</sup> An excellent example of a similar organization is the Chicago Central Station Institute which was founded in 1912 as the Bureau of Education for the following companies: Commonwealth Edison Company, Federal Sign System (Electric), Illinois Northern Utilities Company, Middle West Utilities Company, Public Service Company of Northern Illinois. It was founded for the purpose of organizing and conducting special educational courses for present and prospective employees of the supporting companies.

Outside of study classes in city chapters, equally effective instruction is provided by the Correspondence Chapter. In correspondence instruction each student is supplied with the serial textbooks including exercises. The exercises in connection with each textbook are to be submitted to instructors whenever done. The work of students thus produced is corrected and returned with such criticisms and suggestions as may be helpful in each case. . . .

The membership of the Correspondence Chapter, in addition to its incorporators, shall be limited to bank officers and other employees who reside outside of the jurisdiction of city chapters and state chapters and are not members of any city chapter or any state chapter. . . .

In suitable states students of banking are organized in state chapters for the purpose of pursuing the Institute courses of study in classes or by correspondence according to circumstances. State chapters thus far organized are affiliated with respective state bankers' associations. The idea of a state chapter is simply to localize and popularize Institute instruction. Correspondence instruction in state chapters is identical in character with the work of the Correspondence Chapter. Classwork in state chapters is identical in character with classwork in city chapters.

#### TYPE IV: PLAN NO. 9.<sup>1</sup> A CORPORATION CORRESPONDENCE CONTINUATION SCHOOL

We have had a salesman's correspondence course for some time.

That does not say that we have not used the material which is available from textbooks, and from courses which have been prepared in various ways by educational institutions on salesmanship. We have used the bulk of that material, but we have used it by applying it to our own business. We have avoided general terms, scientific terms, technical terms in connection with the work. We have changed these courses and applied illustrations that the salesman can pick up—that he runs up against in his daily talks with customers; actual illustrations that he has experienced—that his fellow salesman has experienced in the same district. There are certain courses that are established for general use, but with these courses we have a great deal less interest displayed.

We have used most of the scientific information that has been produced in textbooks of other courses, but the salesman did not see the application of that scientific principle to his own business until we applied it to his own daily work.

We do not have to require it—the salesman likes it—for without it he himself feels that he has not definitely gotten over the ground.

We do require written replies to examinations that we send to our agents, and we have been well satisfied and pleased with the results we have been getting.

<sup>1</sup> Adapted from statements by "a delegate" in the *Proceedings of the Third Annual Convention of the National Association Corporation Schools*, pp. 581-84.

We send out a paper with ten questions that require originality in the answers. There, of course, we give full play to the man, and the replies are really instructive; they show the value of the course.

We likewise have been deeply impressed by the treatment of the ethics of the profession. It opens up a new field which a man started for but which he has overlooked. The correspondence courses show a man that what he has been doing as a matter of daily habit is really amenable to scientific principles.

But the written replies are very good and we have a staff of examiners who examine these papers and show the agent his weak points.

### CORPORATION SCHOOLS OTHER THAN SPECIAL TRAINING SCHOOLS

Thus far we have given a rather detailed consideration to "special training schools." There remain to be considered the five other distinctive forms of corporation schools outlined on page 723.

#### THE TRADE APPRENTICESHIP SCHOOL

One of the best illustrations of a well-organized trade apprenticeship school (although there are many others) is that of the Lakeside Press. The school for apprentices of the Lakeside Press was established in July, 1908. The school is organized to meet the demands both of the employer and of the apprentice.<sup>1</sup>

A special room is provided for the school, one part being equipped as a modern schoolroom and the other part as a model composing-room. In the school the boys are under the direction of instructors who devote their entire time to the school. They are the supervisor, who teaches a part of the academic work and has general oversight of the boys in the factory; the instructor, who has direct charge of the academic work and assists the supervisor; the instructor in printing, who has charge of the trade instruction in the school; and the instructor in presswork, who has charge of the apprentices in the pressrooms.

The course of apprenticeship is divided into two periods: first, that of pre-apprenticeship, for the first two years, during which time the boys spend half time in the school and half time in the factory; and second, that of apprenticeship, when the boys spend full time in the factory, with the exception of several hours each week when they attend the school.

The students are in school three and one-half hours daily, during the pre-apprenticeship course, and are divided into two classes, graded according to

<sup>1</sup> The Lakeside Press is the printing establishment of R. R. Donnelley & Sons Company of Chicago. The statement here given is adapted from the *Bulletin of the National Association of Corporation Schools*, November, 1916, pp. 33-37.

their standings. They also work four and one-half hours daily in the shop, or at work connected with the factory or the counting-room.

The boys are paid for the time actually spent in the factory during the two years. In the school the instruction and all materials used are furnished free.

The amounts actually earned by the boys are shown in the following table:

	Rate Per Week	Total	Bonus for Efficiency
First year, 52 weeks.....	\$2.40	\$124.80	\$25.00
Second year, 52 weeks.....	3.00	156.00	25.00
First half third year, 26 weeks.....	5.00	130.00	.....
Second half third year.....	6.00	156.00	.....

Arithmetic is reviewed from the factory side. An applied arithmetic has been prepared to be used in connection with the review work. Elementary bookkeeping is taught by means of lessons especially arranged for the printing office. The elements of algebra and geometry are taught, and whenever possible the problems are applied to the trade. Every apprentice is required to read and review at least six books of standard literature each year.

The pre-apprentices spend one and three-quarters hours daily doing academic work. This time is divided into two periods, and the lessons given are in design, English, and mathematics, alternating with history and elementary science. The lessons in design are applied in the written as well as the printed work, in all the different subjects. Every exercise is a lesson in English. The rules laid down for good book-work are followed in all written work. Proof marks are used in correcting all exercises, and the marks are definite and easily understood.

When the pre-apprenticeship course is completed, at the end of two years, the boys, then sixteen years of age, enter the factory as regular apprentices to learn some one of the trades in the different branches of the printing business. During their pre-apprenticeship course they become acquainted with the various departments, and with this knowledge are able to select the line of work for which they are best fitted. The boys are under supervision during the apprentice period, and are scheduled for a definite time to each of the different lines of work in the trade selected, and are given every opportunity to learn the trade as a whole.

The academic training, begun during the pre-apprenticeship course, is continued during the apprenticeship; the boys attend school for several hours each week during the entire course and receive regular pay. The courses of instruction advance, and new subjects are added as the apprentices master the work. Much attention is given to designing; layouts for jobs are made,

and when carried out in type are carefully criticized. Mechanics, industrial history, English, hygiene, and economics are given.

#### THE OFFICE-WORK SCHOOL

The corporation school to train for "office work" has become important. What it is and what it can do has been expressed as follows:<sup>1</sup>

It is of some importance to know exactly what is meant by the term "office-work school." Any definite, systematic method of training employees so that they will perform their assigned office duties correctly and intelligently is an office-work school.

The office-work school, if properly conducted, will: (1) insure the proper instruction of each individual employee; (2) enable you to train your office employee much more cheaply than by the old haphazard method; (3) enable you to eliminate useless motion; (4) serve as a distinct aid in standardizing office methods; (5) help you train understudies; (6) be of valuable assistance in preparing and issuing office instruction manuals; (7) stimulate loyalty to the concern; (8) help you build good will by training office employees to be more attentive and courteous in their dealings with outsiders; (9) enable you to standardize output and establish salaries upon a more scientific basis. (10) enable you to select applicants for positions more effectively.

The significance and pertinence of the office-work school, even for persons well prepared generally, is indicated by J. W. Dietz, who as educational director of the Western Electric Company has had a long and successful experience.<sup>2</sup>

In the manufacture of our product we have a great deal of detail to contend with, and the terms that are used are extremely special. We have a lot of stenographers who, when they come to us and hear the terms "dish wheel," "cup wheel," and different mechanical terms, do not know what they mean. We found that our correspondence and office work suffered materially from lack of that knowledge. To bring about a better understanding, we divide the clerks from the correspondence, bookkeeping, and other departments into small groups, and periodically guide them through the shops, not so that they are required to observe all the operations in a comparatively short time, but

<sup>1</sup> This is a condensation of a statement made by W. William Schulze of the Alexander Hamilton Institute, *Proceedings of the Second Annual Convention of the National Association of Corporation Schools*, pp. 500, 515-16. Important among the companies conducting office-work schools are the Western Electric Co., the Burroughs Adding Machine Co., and the National Cloak and Suit Co.

<sup>2</sup> The statement in *Proceedings of the First Annual Convention of the National Association of Corporation Schools*, pp. 219-20.



to show them enough to enable them to understand the operation of each department. When that is complete, having had ocular evidence of what they saw on paper, we bring them into the lecture-room and explain by means of lantern slides the operations they have actually witnessed, and explain to them why certain operations must take place, and why a certain product is called a certain thing. We found the intelligence in handling the office work materially improved. We are getting up a special dictionary of a series of terms as applied to our particular business, and a very complete definition of each term is given. We use words that are ordinarily used in English, but they have a quite different meaning, and we find it improves matters very materially to give special instruction as to their use.

In the summertime, usually in July, the various agents throughout the country send in their salesmen who have directly to do with our product, and they are for the time-being guests at the shop. The sessions begin in the morning and last until evening, including a certain amount of shopwork. In this the office employees take part. To be sure that nothing goes out that is not perfect in the way of diction and grammatical construction, we have all our correspondence censored by people well educated and specially trained along the lines of English construction, and in that way the censor of the correspondence has an opportunity to select and watch those who appear to be weakest in that direction. Those are taken aside for special instruction and told the method they should adopt for study to produce the most desirable results.

#### ADVERTISING, SELLING, AND DISTRIBUTION SCHOOLS

To some extent this type of school has been illustrated above. (See Plan No. 9 under Special Training Schools.) On the whole, corporation schools for giving formal instruction in distribution have not been developed as extensively as have most of the other forms of school. Retail selling is a marked exception. One reason is, no doubt, the absence from the plant or home office of the persons who are the natural objects of instruction. Many concerns give brief intensive courses in connection with their salesmen's conventions, but these have seldom the length or formality of most corporation-school activity excepting where they take the form of special training schools. There are, however, many concerns which give instruction of the sort under discussion.<sup>1</sup> The sales manual is a common device used to convey and control the instruction.

<sup>1</sup> The Western Electric Co., the Norton Grinding Co., the National Cash Register Co., and the Dennison Manufacturing Co. are among the companies giving much attention to training of salesmen.

An example of an extensive, successful, and in some of its features, unique sales school is thus described by M. E. Douglas, as sales manager of the Curtis Publishing Company.<sup>1</sup>

Today our sales division is conducting what we believe to be the world's greatest school in salesmanship for boys. This school, consisting in the beginning of one instructor, now includes forty highly trained correspondents, fifty roadmen, two thousand district agents, and fifty thousand to fifty-five thousand parents who, upon suggestions from us, are co-operating in training the boys. The pay-roll of our sales division, which is maintained solely to handle the business promoted by our sales agents, approaches \$400,000 a year.

At the time of their appointment, boy agents and their parents are given personal instructions by the roadmen. Three or four times a year the roadmen revisit each district agent and give additional instructions, according to our changing plans and methods.

Our district agents and our branch managers personally instruct the boy agents whom they supply.

Conferences of our branch managers, conventions of our roadmen, conventions of our district agents by states and by sections are frequently held.

Our expert correspondents, whose helpful letters to the boys have been the means of developing this highly trained force, in rotation spend a part of their time with agents in the field each year.

For the training of the boys, personal instruction is supplemented by printed matter suited to the age and experience of the boys and of their parents. Some of this printed matter is sent out from the home office, some from the branch offices, some from the offices of the district agents.

This printed matter includes both manuals of an educational nature and booklets intended to have an inspirational effect.

Our manual for the boys themselves is a 100-page booklet entitled *How to Sell 100 Copies Weekly*. When a boy's first paid order is received at the home office, at the branch, or at the district agency, this manual is given to the beginner. In language adapted to the boy's age and experience, the manual tells him how to get his first list of steady customers among his friends and neighbors, and by easy stages leads him, if he has it in him, up to rank among our champion boys. We have printed and distributed 100,000 copies of this manual.

For parents we have the 56-page manual entitled *What Shall I Do with My Boy?* After reading this manual the interested parent helps the boy to master the selling plans described in the booklet *How to Sell 100 Copies Weekly*.

For district agents we have the manual entitled *The District Agent as a Sales Promoter*, 291 pages. This booklet contains a full discussion of such

<sup>1</sup> From the *Proceedings of the Second Annual Convention of the National Association of Corporation Schools*, pp. 177-81.

subjects as the relation between promotion and distribution, the relation of the Curtis boy to promotion and distribution, how to get boys, how to train green boys for salesmanship, how to hold boys that have made good, etc.

Our sales division publishes each month the house organ called *Our Boys*, one copy of which is mailed to each boy regular agent, sub-agent and special agent throughout the country. Announcements of interest to our boys, new selling plans, stories of the selling achievements of various boys—all this is given entirely without cost to the boys. The "Parents' Personal Page" is a special feature.

We have a second house organ called *Our District Agents*, printed monthly and mailed to district agents only. Inspirational and educational matter with reference to promoting sales through boys appears in each issue.

Constant effort is made to train the boys to sell the article rather than the publication. This involves arousing the boys' interest in the article, helping him to understand it, so that he can talk about its good points. Interested parents are helping their boys to identify the feature articles and to learn what to say about them to their prospects. Among other plans for training the boys to sell the article or story of special local interest are these two:

Each week we send to a selected large list of boys printed forecasts of the contents of coming issues. These forecasts tell the boys what to say about the special features of the issue.

Another and a most potent factor in the training of our boys is the personal letter. The correspondents in the home office and at the branch offices participate in the boys' hopes, in the boys' imaginings, in the boys' desires; they give of themselves to the boys; they interest themselves in the boys' undertakings, so they know how to write letters that reach beneath the vests of the boys, are able to direct the boys' desires, to help the boys to substitute real selling methods in place of the personal or sympathetic appeal for trade.

#### RETAIL SALESMANSHIP SCHOOLS

Retail salesmanship schools are, in so many instances, conducted by corporations in co-operation with the public-school systems,<sup>1</sup> that one is likely to confuse such undertakings with the strictly corporation school. Many of the larger department stores furnish examples of the latter, however. The work of the retail selling school of one of the largest of the "chains" is thus described by one of those responsible for its conduct.<sup>2</sup>

<sup>1</sup> As in Boston and Cincinnati.

<sup>2</sup> Adapted from a statement by H. G. Petermann of the United Cigar Stores Co. *Proceedings of the Third Annual Convention of the National Association of Corporation Schools*, pp. 557-58.

All new salesmen are required to pass through this training course, which covers a period of fourteen to twenty-one days. Our method of buying and selling, also our rules relative to the handling of customers are made plain to the new man.

All departments of our business are covered in talks and textbooks. Lectures are given on the culture and manufacture of tobacco grown in different countries. Talking points are taught them on Amber, Meerschaum, Briar, Calabash. Good service talks, salesmanship, customs duties, internal revenue, etc., etc. In fact, the history of tobacco from the time the seed is planted in the ground until the internal revenue stamp is placed on the box that contains the finished product is explained—we get right down to the how and why, so that even a child may be able to understand it.

Written examinations are given to make men think and work to determine their progress. A quiz upon the sales manual. Written notes on previous days' work, etc., etc. All of the men sent by the employment department to our training department do not reach a store. While in school they are on probation. Those who show a lack of interest in our proposition, or after a fair trial, do not measure up to the required "United" standards, are weeded out.

#### SCHOOLS FOR UNSKILLED LABOR

Corporation schools for unskilled labor are for the most part concerned with the teaching of English, the prevention of accidents, and "Americanization." Such schools present unusual difficulties of organization and the persons who are directing such schools speak as often in terms of these difficulties as in terms of accomplishment. This is evident in the following description of the Solvay Process Company School.<sup>1</sup>

The Solvay Process Company manufactures a variety of soda products. . . . The classes, as they are conducted at the present time, are looked upon as being in an experimental stage, and apparently all those who are interested in their welfare are willing to change their point of view on any particular phase of the work at any time.

Perhaps too much emphasis cannot be placed on the necessity of a thorough campaign of publicity before the opening of English classes. The average English-speaking American probably has very little idea of the real significance of the learning of the language, and the man of non-American origin naturally has even less opportunity to appreciate the value of familiarity with English, though he may in a general way feel himself handicapped. The publicity campaign, as carried on in the Solvay plant, followed three general lines: (1)

<sup>1</sup> Adapted from Charles H. Paull, "Development of Americanization Project," *Industrial Management*, March, 1919, pp. 213-17.

the circulation of literature; (2) personal contact with the men; and (5) stimulation of interest of the more influential employees of various nationalities with the idea that they would establish a feeling of understanding and sympathy, which it is more or less difficult for the other employees of the company to obtain.

Several forms of printed material are used to interest men in English classes. The arrangement of the material on the page is as important as the subject-matter. Where two or three printed announcements follow one another, variety of arrangement and subject matter are essential. The following is a typical example of the subject matter contained in a hand bill now in use:

#### FIVE REASONS WHY YOU SHOULD LEARN ENGLISH

1. Your children learn English in school. You should not let them get ahead of you.

2. Most of the people in the United States speak English, but they cannot speak to you and you cannot speak to them until you understand English.

3. You cannot learn all that is going on in this country every day until you can read an American newspaper.

4. Many accidents happen every year because men do not understand what their foremen tell them in English. You cannot afford to lose time or be crippled.

5. Men who speak English have a better chance to get good jobs. If you do not speak English, join a class now. If you speak English get a friend who does not to join a class. Free to all. Ask your foreman about it.

The foregoing then follows in Italian and Polish.

Elaborate equipment is not necessary for adult classrooms. The essentials are: (1) good light and ventilation; (2) considerable blackboard space; (3) inexpensive tables and chairs; (4) stationery and books.

Emphasis has been placed on the following points: (1) accurate pronunciation through phonic drill; (2) development of vocabulary through speech and drill; (3) drill in sentence formation, and thought in English, through oral and written composition; (4) presentation of useful subject-matter.

#### THE ORGANIZATION AND ADMINISTRATION OF CORPORATION SCHOOLS

One of the most interesting things about the corporation-school movement is the thoroughly professional attitude which is taken, by its best representatives at least, toward the technical phases of their work. Proper means of organization and administration have been given a great deal of attention and the relation of the corporation school to certain other forms of training has been made the subject of a special investigation.

The statements which follow are largely drawn from the reports, suggestions, and recommendations made by special committees and individuals in corporation school work.<sup>1</sup>

The superintendent of the corporation school performs duties somewhat similar to those performed by the same official for the Board of Education, although they are likely to be much more specific in character since the corporation school is usually restricted in its purpose to a few well-defined lines of procedure.

In corporation schools there cannot be the same close adherence to types that is found in public-school systems. As a rule, each corporation school is distinctive in its organization and administration even when intended for the same general purpose as some other similar school.

Perhaps no other feature of corporation school organization presents more difficulties than the finding of properly qualified teachers. The ideal teacher for a corporation school is one who has a thorough knowledge of his subject with a practical experience in it and the ability to impart instruction intelligently. He is one who can work well in the thing he teaches and who can teach well the thing in which he has worked. He must be of commanding and forceful personality because with few exceptions the conditions he has to contend with in the training of young people in industry are not the normal conditions that are suited to secure the best results from the student. The student who has spent part of his day in physical labor is apt to be sluggish in his studies and indifferent in his mental efforts. Such teachers are difficult to find and they command salaries much above the average.

The selection of good textbooks is of first importance and is of unusual difficulty for a corporation school owing to the great diversity in the subject-matter of instruction desired and the somewhat limited supply of texts that are prepared to meet the peculiar requirements of the corporation school.

In a type of education to which general systems are so ill adapted, the importance of the educational director is obvious. A number of university and college teachers have been drawn into this form of work. The duties of this executive have been described by a corporation-school committee to be:<sup>2</sup>

<sup>1</sup> The *Proceedings of the Fifth Annual Convention of the National Association of Corporation Schools* contains a discussion of "Organization and Administration." The *Proceedings of the Sixth Annual Convention*, pp. 97-127, contains a section on the same subject. *Ibid.*, pp. 57-82, contains an excellent plan for viewing the same problems. An appraisal of corporation school pedagogy is attempted by A. J. Beatty in *Corporation Schools*.

<sup>2</sup> *Proceedings of the Fourth Annual Convention of the National Association of Corporation Schools*, pp. 100-102.

(a) To organize the various curriculums and courses of study; (b) To select the instructors for the various departments; (c) To supervise and criticise the methods of instruction; (d) To aid the instructors in developing text books and lesson-sheets; (e) To adopt a suitable system of records for students' work which should show their industry, their progress, and attainment; (f) To select the students for the various courses and keep in touch with the sources of supply; (g) To keep the higher officials of the company informed as to the needs, the efficiency, the results, and the expense of the work; (h) To supervise the records of the department in such a manner as to show the costs of the various courses, and the various items of increased efficiency in the concern which may be attributed to the work of the department.

### The report continues:

Such a program as this demands a man of no small caliber and his selection is a task which demands the most careful consideration. Unfortunately the supply of such high-grade men is not equal to the demand and many corporations have been compelled to place their educational work in charge of men who have not had sufficient technical training in school administration to guarantee the highest efficiency.

Most of the men who are in charge of educational departments are graduates of technical schools and in the majority of cases they are men who have been exceptionally efficient in some executive capacity. These qualifications are highly essential and no one who has not had such technical training and such shop experience should be placed in charge of an expensive educational plant, but technical and theoretical training in school administration as viewed from the standpoint of professional educators is an invaluable asset in such a position.

The importance of the educational director and the need of granting him real power is repeatedly expressed as the basis of solid success in corporation-school administration. An official of the Norton Grinding Company, for example, states that their educational department "consists of a supervisor directly responsible to the general manager, an assistant, and an advisory board consisting of nine men from the management of the two companies."

Mr. F. H. Yoder, of the Pennsylvania Railroad, expresses the same view, declaring:

The first step is to establish responsibility in a higher official; a man with vision and foresight; a man who would not have to consider the question of dollars and cents and immediate return for all money invested. Minor officials must of necessity keep down expenses in their departments, and naturally educational work under them cannot be expanded. If a business depression arises, all work not bringing immediate returns will have to be curtailed in order

to reduce expenses. For this reason, it is necessary to resort to a higher official who can look to the future and see the future benefits of the educational work to the company, irrespective of the immediate conditions. It therefore seems that the first step in the matter of administration and supervision is to establish your responsibility in a higher official.

### THE RÔLE OF THE CORPORATION SCHOOL

What then is the rôle of this modern form of education by business? What is the proper specialized task of the corporation school in a coherent program of education for business?

The corporation school is chiefly concerned and may be expected to continue to be concerned with those forms of instruction which are calculated to bring a profit to the company involved. Although many corporation-school directors have been actuated by broader motives, the corporation school is by nature part of a business enterprise and in so far as the school cannot indicate a financial gain it involves a highly questionable use of stockholders' assets. As W. L. Chandler, of the Dodge Manufacturing Company says: "Expense incurred in this way can only be justified on the grounds that more profit can be made with the school than without it." Charles P. Steinmetz, the "Wizard" of the General Electric Company, expressed the same view in his presidential address at the Third Annual Convention of Corporation Schools. He said: "The limitation of the corporation activities in the educational and similar fields is that given by the limitation of the corporation purpose to earn dividends for its stockholders."

The profit motive as the spirit of the corporation school gives the cue to its possibilities and to its limitations.

1. The corporation school is, in its most organized form, more or less limited to large-scale industries. The overhead cost of the well-conducted school must be widely distributed to justify the undertaking. Indeed most of the members of the National Association of Corporation Schools have thousands of employees. On the other hand there is large room for the development of corporation training by small-scale concerns through trade associations or similar arrangements. The American Institute of Banking referred to above is one excellent illustration of a very effective organization of this sort.



Moreover the most important use of the corporation school lies in large-scale industries. It is there that the "general knowledge" of the employee most needs special "pointing." It is there that special guidance may mean most for advancement.

An additional reason for the affiliation of the corporation school and large-scale industry is that in such industries the investment in training is more likely to become a permanent asset of the company. Men are obviously less likely to leave when there is no place to go, and this is virtually the situation when the industry which has trained them is monopolistic or holds a dominating position in the field. Large industries, too, even where vigorous, competition exists, are able to instil a loyalty and *esprit de corps*, a plant tradition, which holds men.

2. The corporation school, because of the profit motive, cannot be counted on to give "general education" or unbiased instruction regarding social institutions such as trade unions, governmental regulation, and tariffs; nor can it, because of the uncertain loyalty of employees, be expected to make even its special training any broader than necessary.

The knowledge obtained from a general course in marketing is far more salable elsewhere than a course in "Our Sales Methods"; "Commercial Correspondence" is a more risky investment for Company A to make in an office-worker than instruction in "The Correspondence Forms of Company A."

This failure to give general training is no ground for criticizing the corporation school. It may be worth while to criticize the whole system of private enterprise but hardly to pick at such a detail.

3. Conversely to the above, the corporation school finds its chief rôle in teaching the detailed technique of particular businesses. "The corporation school," says the educational director of the Western Electric Company, "has come into existence because of the necessity for training young men and young women to know the details of how to perform the tasks peculiar to a particular business." In this rôle the corporation school can function to social advantage. It is a task which must be done; no other agency can do it with a comparable amount of social resources, in fact no other agency can, in some cases, do it at all.

4. Finally, and perhaps most significant of all, is the fact that, in broad ranges of industry, the corporation school *can be counted on* to give instruction in technique. This is gratifying not only because it will be done at less social cost than otherwise but because it rids other institutions of a burden in many cases too long assumed. It makes possible a much greater extension than has been common heretofore, either in the secondary school commercial course or in the collegiate school of business into the larger and more general phases of business and especially into the social aspects of enterprise, concerning which the corporation school cannot be trusted to give instruction even if it wishes to do so.

Mr. J. W. Dietz, whose remarks on corporation training are usually worth consideration, has placed the corporation school rather aptly in his statement:

Industry's point of view:

Train citizens. Let the public school do it.

Buy trained help. Let the other fellow do it.

Educate in business. It's our own job.

LEVERETT S. LYON

UNIVERSITY OF CHICAGO